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ABSTRACT

Second in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on school support services discusses several areas that may require special attention: working with parents of LEP students; staff development or in-service education; transfer of student records; guidance services and programs; student health concerns; and using community resources. Substantial appended materials include: a description of the Santa Clara County (California) parent involvement project; a listing of York (Pennsylvania) vocational education offerings for LEP students; York City Schools forms and statements concerning discipline policy, absence, tardiness, and reduced-priced meals, in English and Spanish and in some cases, Vietnamese, Laotian, and Cambodian; a School District of Lancaster (Pennsylvania) bilingual education program description, in Spanish; the School District of Lancaster immunization form and policy statement, in English and Spanish; and lists of community agencies and resources. (MSE)

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Supportive Services

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Office of Educational Research and Improvement
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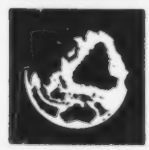

Suggested Procedures for Meeting Needs of Limited English Proficient Students

Supportive Services

Pennsylvania Department of Education

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Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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FOREWORD

This is the second in a series of handbooks developed by the Committee to Review Programs for Limited English Proficient Students to assist school districts in better meeting the needs of their LEP students. We have received favorable comments on the usefulness of the handbook "Initial Assessment and Placement" and trust that "Supportive Services" will also be helpful. For help in preparing this handbook, we wish to give special thanks to Dr. Gary Ledebur, Pupil Personnel Advisor and Dr. William Logan, Director of the Bureau of Basic Education Support Services.

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SUPPORTIVE SERVICES

One of the major objectives of the supportive service program in our schools is to make available additional assistance for "special needs" students. LEP children present a number of special needs which very often cannot be met through the regular instructional program or through the efforts of classroom teachers.

In order to make the most of their educational experiences, these children require the coordinated support of several student services specialists and accessibility to a variety of school and community resources beyond those routinely offered to other students. Ideally, these specialists should be bilingual and bicultural. In most schools, these services and resources are available but they are sometimes organized and offered in a way which does not provide the maximum benefits to the LEP child. Following are brief descriptions of several areas which may require special attention in the planning of supportive service programs for LEP students.

1. Working with Parents

   The involvement of parents in the educational process is important for all children. It is particularly important to students who are limited English proficient (LEP). Parents of these children should be encouraged to visit the school, attend conferences and school programs, chaperone field trips, and participate in all activities other parents do.

   In order to effectively involve parents it is important to have good communication. Ideally communication should be in the parents' native language. If this is not possible,

school staff should utilize adult interpreters, para-professionals, or other resource people who can aid communication.

Parents should be informed of services available to them and their children. A booklet describing services in the parents' native language would be helpful. This booklet would not only contain information regarding school services but also community services such as bilingual counselors, health care providers or other services. See Appendices A - F.

2. Staff Development

Staff development or in-service education can be very beneficial to improving the overall quality of educational services to LEP students. At the minimum, schools should sensitize all staff to the cultures of LEP students by permitting them to attend seminars and workshops dealing with LEP students. It is important that teachers, counselors, administrators, and even custodians and cafeteria workers understand the cultural differences of LEP students.

One approach used by some schools is to invite representatives of non-English groups to speak to the school staff. The awareness, understanding and sensitivity that is heightened during these presentations is helpful to staff and students alike.

3. Transfer of Student Records

The timely transfer of educational records when a student moves from one district to another is essential not only for

the proper placement of the student in a program of studies but also to assure continuity and articulation in the student's education. Delays in the transfer of records for LEP students present particular problems because of the importance of the specific information on the record regarding the student's special educational needs.

Very often supportive services staff play a key role in compiling and maintaining student records and facilitating their transfer between schools. These individuals should make every effort to see that the records are sent and received as quickly as possible when an LEP student relocates.

The technology already exists to permit the transfer of educational records from the sending to the receiving school before the student arrives in a new district. The Department is in the process of expanding its PENN*LINK system with the goal of including every school district in the Commonwealth in the system. When this statewide network is in place, it will be possible for any district to transmit information instantaneously to another district via a computer link-up. As this system develops, supportive services staff should consider its potential for the transfer of student records between schools. As an initial effort, a procedure could be developed which could facilitate the immediate transfer of basic information on any student moving to another district in the state. This would be the essential educational records data necessary to appropriately place the LEP student

in the receiving school. As the system develops, the actual transfer of the total record in some standard format should be possible.

In the interim, there are several things which might be done to facilitate the transfer of records for LEP students. First, the parents of LEP students should be made aware of the importance of notifying the sending school as soon as they know they will be leaving. They should also be encouraged to enroll their children in the receiving school as soon as possible. Second, whenever feasible, the sending school could prepare basic educational records which the parents could take with them when they enroll the child. These unofficial records could help effect a rapid placement of the child in an appropriate program and provide some essential information about the child which the receiving school could use while they await transfer of the official record. Where this is not possible, the parent should be provided with the name, address and telephone number of the individual in the sending school who should be contacted in order for the receiving school to secure the student's records.

Finally, one very effective way of quickly securing necessary information about an enrolling LEP student would be to have the counselor or teacher in the receiving school telephone the sending school. Through this procedure information essential to the educational placement of the child can be secured and the support staff members in the sending and receiving schools can discuss the needs of the child in terms

of the educational options which are available to the LEP child in the new school. These telephone contacts can also serve to expedite the transfer of the student's complete record.

4. Guidance Services and Programs

Guidance services are usually provided at both the elementary and secondary levels. At the elementary level guidance counselors should develop programs that support LEP children in dealing with acculturation stress, strengthening coping skills, and developing a healthy sense of bicultural identity.

At the secondary level guidance counselors should continue the above programs with additional services to assist students when they leave school. Personal and career counseling is important. Where possible, it is helpful to have course requirements and graduation requirements in the student's native language. See Appendix G. For those students considering attending higher education, information about special college programs for LEP and other minority students should be readily available to students and parents. Often guidance counselors will need to rely upon interpreters, para-professionals or community agencies in this endeavor.

Because of the high dropout rate among LEP students, it is desirable to identify potential dropouts as early as possible. Since counselors usually have access to the student's records and have contact with the students and

their parents, they should be attempting to identify these students and developing intervention strategies to help the students and their parents realize the importance of graduating.

5. Health Concerns

Quality health care is often lacking for LEP students. Too often these children and youth do not have good primary health care. This situation is often compounded when the health providers do not speak the language of the students or their families. Health forms and immunization records should be in the student's native language, where possible. See Appendix H.

School health professionals, i.e., the school nurse, dental hygienist, and/or physician should be provided information on the needs of LEP students. In-service training on working with LEP students is essential for health professionals. They, as well as all student service professionals, may need to rely upon interpreters or para-professionals in working with limited English speaking students.

School health professionals should maintain a list of health service providers in the community that are willing and capable of working with LEP students and their families. Dentists, optometrists and opthamologists, gynecologists and other specialists should be identified as well as family physicians.

6. Utilizing Community Resources

Schools should utilize existing community agencies and organizations in providing supportive services to LEP students.

Often there are organizations that offer various services to a specific language minority group. Other community agencies or organizations have a component that deals with non-English clients.

These resources can be tapped for knowledge in various areas such as counseling, health care, and vocational training. Often they can provide interpreters and para-professionals to assist schools in working with LEP students. Schools should maintain up-to-date lists of such agencies and other community services. See Appendices I - J.

APPENDIX

A. PROJECT PARENTS IN ACTION (PIA) SANTA CLARA COUNTY OFFICE OF EDUCATION
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C. AN IMPORTANT MESSAGE TO ALL PARENTS/GUARDIANS IN YORK CITY SCHOOLS
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J. PHILADELPHIA AREA-LIST OF AGENCIES AND RESOURCES SERVING THE PUERTO RICAN/HISPANIC COMMUNITY

PROJECT PARENTS IN ACTION (PIA)
SANTA CLARA COUNTY OFFICE OF EDUCATION

What is Project Parents in Action?

The Santa Clara County Office of Education, San Jose, California, along with Alum Rock Elementary School District, Berryessa Elementary School District, and Franklin-McKinley School District proposes to design and demonstrate a three-year Bilingual Parent Training Program designed to upgrade or to equip the parents of Hispanic and Indochinese limited-English-proficient (LEP) students with skills to use at home and in the community in order to increase their children's motivation and achievement at school.

Project Objectives

The goal of this project is to design, develop, and implement a model training program with these objectives:

- Equip parents with the skills needed to assist the teacher in the classroom and reinforce their children's learning at home;
- Increase the knowledge of parents about the multiethnic school community and facilitate cultural exchange and intergroup communications through carefully designed activities involving teachers, students, administrators, and the existing Parent-Teacher Association (PTA);
- Increase the awareness of parents about their role as major contributors to the educational system, provide them with the opportunity to participate, and upgrade their skills in curriculum building, policymaking, fundraising, and advocacy;
- Assist parents in developing their skills in the English language by linking them with existing resources in the community that provide English as a second language (ESL) training, and provide parents with counseling relative to their own interests and abilities in furthering educational and career goals.

How Does it Accomplish its Objectives?

The project will be governed by a project director and a home/school specialist in each of the three districts. They will work as a team to design training programs for approximately twenty-five parents in each district during the first year. The second year, twenty-five parents from

each existing district and from one additional district will be added to the program. The third year will call for an additional twenty-five parents from each district in the program and the inclusion of one more district. By the end of the third year, it is expected that 475 parents will have received intensive training and the project will have benefitted a population of 4,509 Spanish and Indochinese LEP students. The Santa Clara County Office of Education will assume overall responsibility for the project and will provide resource services, as well as, act as the LEA for the project.

Program Activities

The following activities were developed to accomplish the program objectives:

1. Equip parents with the skills needed to assist the teachers in the classroom and to reinforce their children's learning at home by--

   - Conducting workshops on child development, learning styles, and home teaching;
   - Presenting seminars on health and nutrition;
   - Conducting parent-teacher conferences to clarify expectations of both parents and teachers.

2. Increase parents' knowledge about the multiethnic school community and facilitate cultural exchange and intergroup communications by--

   - Conducting workshops on cultural awareness of the parents own and other cultures--values, attitudes, and behaviors;
   - Sharing in the celebration of ethnic holidays;
   - Developing or purchasing cultural materials by directors, home/school specialists, and parents;
   - Developing and disseminating newsletters.

3. Increase parents' awareness of their role as major contributors to the educational system and provide them with the opportunity to participate and to upgrade their skills in curriculum building, policymaking, fundraising, and advocacy by--

   - Conducting workshops on school laws and regulations and the parental role;
   - Visiting local and state government agencies;

- Holding discussions on law, budgetmaking, policymaking, and advocacy;
- Participating in classroom activities;
- Meeting with teachers for curriculum building;
- Attending and participating in the California Bilingual Education Conference (CABE);
- Selecting and sharing materials and knowledge on curriculum building, bilingual education, policymaking, fundraising, and advocacy.

4. Assist parents in developing their skills in the English language by linking them with existing resources in the community that provide English as a second language (ESL) training, and provide parents with counseling relative to their own interests and ability in furthering their educational and career goals by--

- Assessing English-language skills of project parents and identifying parents who need ESL training in order to link parents with existing ESL programs in the neighborhood and design individual study schedules;
- Following-up on parents' language progress and tutoring in small groups;
- Conducting workshops on state and local occupational opportunities and developments and counseling parents on career ladders;
- Developing or purchasing materials for ESL tutoring and vocational counseling;
- Developing or purchasing materials for vocational counseling;
- Visiting local and state educational agencies.

Reprinted from: Parent Involvement in the Education of Minority Language Children: A Resource Handbook
Compiled by Orestes I. Crespo and Patricia Louque
National Clearinghouse for Bilingual Education

The School District of the City of York advises parents, students, and all citizens that a lack of English language skills will not be a barrier to gaining admission to or participation in any of its vocational education programs.

A brief summary of vocational education program offerings is listed below:

PARENTHOOD EDUCATION - This course is designed to provide information needed by potential and actual parents to develop the knowledge, skills and attitudes necessary for making quality decisions in order to make a clear cut definition for the role of a parent.

BUSINESS EDUCATION - Courses are offered in Typewriting, Shorthand, Office Machine Use, and Data and Word Processing. These courses stress the vocational uses of duties and skills associated with each course.

STAR - Students who are identified as having extreme difficulty adjusting to the regular program or who are classified as having disruptive qualities are assigned to the STAR Program. Students are assigned on a full-time basis. Approximately one-half of each school day is devoted to the instruction of the basic skills, while the remainder of the day is devoted to the instruction of vocationally-oriented learning.

Any person who desires more information regarding these programs should contact Mrs. Wanda Dorm, Chairperson of the Guidance Department, William Penn Senior High School, 101 West College Avenue, York, PA 17403, or telephone (717) 845-3571.

Any person who feels that because of a lack of English language skills they have been denied admission to or participation in any vocational education program offered by the School District of the City of York should contact either Mr. Dennis P. Baughman, Telephone (717) 845-3571, Ext. 252 or Mr. Michael Fogle, Telephone (717) 845-3571, Ext. 231. An interpreter will be made available to assist you.

El Distrito De Escuelas De La Ciudad De York avisa a los padres, estudiantes, Y todos ciudadanos que una falta de habilidad en la lengua inglesa no impedirá la entrada a o la participación en cualquier de sus programas de educación vocacional.

Un breve resumen de los programas de educación vocacional ofrecidos está abajo:

EDUCACIÓN DE PATERNIDAD - Este curso tiene intención de proveer información necesitado por padres actuales y potenciales para desarrollar el conocimiento, destreza y actitudes necesarios para hacer las deciones de calidad que todos los padres tienen que hacer.

EDUCACIÓN DE NEGOCIOS - Cursos ofrecidos en mecanografía, Taquigrafía, Use De Maquinas De Oficina, y "Data y Word Processing." Estos cursos accentuan los usos vocacionales de deberes y destrezas asociados con cada curso.

STAR - Estudiantes identificados de tener dificultades extremos en acomodar al programa regular o los que están clasificados de tener cualidades desbaratados están asignados al programa S.T.A.R. Los estudiantes asisten este programa el día completo. Approximadamente una mitad del día se dan a la enseñanza de los estudios básicos, mientras la otra mitad sirve para la ensenanza de programas vocacionales.

Cualiquier persona que desea miás información tocante a estos programas debe ponerse en contacto con Mrs. Wanda Dorm, Director Del Departamento De Dirección, Wm. Penn Senior High School, 101 West College Ave., York, PA 17403, o Teléfono (717) 845-3571.

Cualquier persona que piensa que su entrada en uno de estos programas fue prohibido por causa de una escasez de habilidad en hablar inglés debe ponerse en contacto con Mr. Dennis P.Baughman, Teléfono (717) 845-3571, extensión 252 o Mr. Michael E. Fogle, Teléfono (717) 845-3571, extensión 231. Un interprete será disponsible para ayudarle.

September, 1984

Student's Name: _____

Room Number: _____

I have read the enclosed policy on Physical Discipline and Class Cutting.

_____
Signature

Please tear off the above and return to your child's school.

I M P O R T A N T

IT IS YOUR RESPONSIBILITY TO NOTIFY THE PRINCIPAL IN WRITING IF YOU OBJECT TO PHYSICAL DISCIPLINE.

HOWEVER, YOU MUST BE AVAILABLE TO DISCIPLINE OR REMOVE YOUR CHILD FROM SCHOOL UPON NOTICE FROM THE PRINCIPAL. OTHERWISE, ANY ACTION DEEMED APPROPRIATE TO CORRECT A STUDENT'S BEHAVIOR WILL BE EXERCISED BY SCHOOL AUTHORITIES.

C

AN IMPORTANT MESSAGE

TO

ALL PARENTS/GUARDIANS OF STUDENTS

IN

YORK CITY SCHOOLS

PHYSICAL DISCIPLINE POLICY

Authority over children in the public schools is prescribed in Section 1317 of the School Laws of Pennsylvania. Responsibilities and rights of pupils are outlined in Section 12.5 of the "Regulations and Guidelines on Student Rights and Responsibilities."

This local policy, a combination of both documents, provides firm and fair standards for student and staff behavior in York City Schools.

A. The Board of School Directors specifies that, if required, reasonable force or physical restraint (an action which does not injure or maim) may be applied to all students under its jurisdiction by professional personnel if such action is required to:

1. Maintain order.
2. Quiet a disturbance.
3. Obtain possession of weapons and other dangerous objects.

(Continued on Page 2)

Physical Discipline Policy (continued)

4. Exercise self-defense.

5. Protect persons or property.

B. Physical discipline may also be used as one method of behavior correction in instances not listed in Paragraph "A."

C. Physical discipline may be administered by professional personnel in cases of emergencies such as those listed in Paragraph "A."

D. However, in non-emergency cases of misconduct, the School Board prefers that teachers recommend to a principal, assistant principal or administrative assistant that physical discipline be applied. In these instances, students are to be given an opportunity to explain their position before application of physical discipline.

E. Physical discipline will not be administered in anger.

F. Students will not be subjected to cruel or unusual punishment.

G. The School District shall notify all parents or guardians in September of each year that physical discipline may be administered to a child unless his parent or guardian has notified the School District in writing that physical discipline is prohibited. Such notification shall be placed in the student's school records.

H. Parents or guardians selecting no physical discipline will:

1. Assume the responsibility of disciplining and/or removing the child from school as directed by the principal or his assistant.

2. Assume the responsibility of prohibiting the repetition of the offense.

3. Assume the responsibility for any suspension or expulsion related to continued student misbehavior.

Failure to Attend Classes in Secondary Schools

The following criteria are to be applied when students absent themselves from classes:

1. Class participation grades for the day shall be zero.

2. Tests or quizzes missed (announced or unannounced) will be graded zero. Students will not be given make-up opportunities.

3. Parents or guardians will be notified of each class absence within 48 hours.

4. Students will be suspended for three days upon report of two unauthorized class absences.

5. A conference among the student, parent or guardian and school administrators must take place before pupil readmittance to school is approved.

6. Students not responding to measures taken by administrators to end unauthorzied class absences, upon recommendation to superintendent, may be suspended, expelled or assigned to the STAR Program (Supplemental Training Attitude Readjustment).

1. Asumir responsabilidad por disciplinar el alumno y/o sacarlo de la escuela, como lo exija el Principal o su Asistente.

2. Asumir la responsabilidad que el alumno no va a repetir la misma ofensa.

3. Asumir la responsabilidad por cualquier suspensión de clases, o expulsión, for mala conducta repetida.

Falta de Asistencia a Clases en Escuelas Secundarias

El siguiente criterio será aplicado cuando estudiantes se ausenten de clases:

1. Nota por participación en clase por el día de ausencia será zero.

2. La nota por exámenes perdidos (anunciados o no) será un zero. No se les dará la opportunidad de tomar el exámen de nuevo.

3. Padres o Apoderados serán notificados de la ausencia dentro de 48 horas.

4. Estudiantes que falten sin excusa por dos días serán suspendidos por tres días.

5. Antes que un alumno sea re-admitido a clases, será necesario tener una conferencia entre el alumno, el padre o apoderado y representantes de la Escuela.

6. Estudiantes que no respondan a las medidas tomadas para no faltar a clases, con la recomendación del Superintendente Escolar, pueden ser suspendidos, expulsados, o cambiados de Escuela.

UN IMPORTANTE MENSAJE

PARA LOS

PADRES Y APODERADOS

DE ALUMNOS DE

LAS ESCUELAS DE YORK

Por favor corte aquí y envíelo de vuelta a la escuela después de llenarlo

---

Septiembre 1984

Nombre del Estudiante: _____

Número de la sala: _____

He leído la política referente a castigo físico y ausencias sin excusas.

_____
Firma

I M P O R T A N T

ES SU RESPONSABILIDAD INFORMAR AL PRINCIPAL DE LA ESCUELA, POR ESCPITO SI UD. SE OPONE A CASTIGO FISICO.

SIN EMBARGO, SI UD. SE OPONE, UD. DEBE ESTAR DISPUESTO A CASTIGAR SU ALUMNO O SACARLO DE LA ESCUELA SI EL PRINCIPAL LO SOLICITA. SI NO, CUALQUIER ACCION APROPIADA SERA TOMADA PARA CORREGIR EL COMPORTAMIENTO DEL ESTUDIANTE.

POLITICA DE CASTIGO FISICO

Autoridad sobre alumnos de escuelas públicas es prescrita en la Sección 1317 de las Leyes Escolares de Pensilvania. Las responsabilidades y derechos de los alumnos es prescrita por la Sección 12.5 del "Reglamento y Guía Sobre Responsabilidades y Derechos de los Alumnos."

La siguiente politica local es una combinación de estos dos documentos y provee al sistema escolar una posición firme y justa para estudiantes y profesores en las escuelas de la ciudad de York.

A. El Consejo de Directores dice que, si es necesario, fuerza física razonable (una acción que no produzca heridas) puede ser aplicada a cualquier estudiante dentro de la jurisdicción escolar, si esta fuerza es necesaria para:

   1. Mantener orden.

(continúa)

   2. Calmar un disturbio o agitación.

   3. Obtener posesión de armas u otros objectos peligrosos.

   4. En defensa propia.

   5. Para protejer personas o la propiedad.

B. Disciplina física también puede usarse como un método de correjir el comportamiento, en caso no prescritos en el párrafo "A."

C. Disciplina física puede ser usada por personal profesional en casos de emergencia, como aquellos prescritos en el párrafo "A."

D. Sin embargo, el Consejo Escolar prefiere que en casos que no sean de emergencia, los profesores o profesoras recomienden al Principal, el Asistente del Principal, o el Ayudante de Administración, que disciplina física se utilize contra un alumno. En estos casos, los estudiantes tendrán la oportunidad de dar explicaciones justificando su conducta antes que se administre disciplina física.

E. Disciplina física no será administrada con rabia.;

F. Los alumnos no están sujetos a castigos crueles o no acostumbrados.

G. El Distrito Escolar notificará a todos los padres o apoderados en Septiembre de cada año, que disciplina física puede ser usada contra un alumno, a menos que los padres o apoderados informen, por escrito, que prohiben este tipo de castigo. Esta notificación será incluída en la ficha del alumno.

H. Padres o Apoderados que elíjan que a sus alumnos no se les de disciplina física deberán:

(continúa)

DISTRITO ESCOLAR DE LA CUIDAD DE YORK

D

Fecha _____

Una ausencia llega a ser excusada solamente cuando la escuela la ha clasificado tal como. Enfermedades continuadas o repetidas justifican que la escuela pide una declaración de un médico.

_____estaba ausenta de la escuela

_____
Fecha

_____
Razòn

_____
Firma de Estudiante

_____
Maestra

_____
Firma de Padre

A_____O_____*_____

Esta excusa tiene que ser registrado para la inspección de los oficiales de la escuela.

SCHOOL DISTRICT OF THE CITY OF YORK

ELEMENTARY SCHOOLS

York, Pa.

Date_____19_____

An absence becomes an excused absence only when the school has classified the absence as such. Continued or repeated illness justifies the school in asking for a statement from a doctor.

_____was absent from school

_____
Date

_____
Reason

_____
Pupil's Signature

_____
Home Room Teacher

_____
Parent's Signature

A_____O_____*_____

This Excuse must be on file for the inspection of School Officials

JACKSON ELEMENTARY SCHOOL
177 East Jackson Street
York, Pennsylvania 17403

Office of the Principal

The Superintendent of Schools has informed all principals of the procedure regarding unexcused tardiness of pupils. _____ _____ has reported late for school five times and has not provided a satisfactory excuse to this school.

When a pupil is marked tardy five (5) times and the tardiness is unexcused, it will be necessary for the principal to request a conference with a parent at school.

You are hereby requested to attend a conference at Jackson Elementary School on _____. If you are not able to attend this conference, it will be your responsibility to contact the office and discuss the problem with the principal.

After receiving this letter, all unexcused tardiness will be recorded as unlawful, and the total minutes late will be applied toward days of unlawful absence.

Sincerely,

Dennis P. Baughman
Principal

DISTRITO ESCOLAR DE LA CUIDAD DE YORK, PENNSYLVANIA

La Oficina del Principal

El Superintendente de las Escuelas ha informado a todos los principales del procedimiento con respecto a la tarde inexcusada. _____ ha presentado tarde a la escuela cinco veces y no ha dado una excusa satisfactoria a esta escuela.

Cuando un estudianté esta anotado tarde cinco veces y la tarde no es excusada, va a ser necesario para el principal solicitar una conferencia con un padre en la escuela.

Está usted con estas palabras solicitado atender una conferencia en _____. Si no puede usted atender esta conferencia, va a ser su responsibilidad estar en contacto con la oficina y discutir el problema con el principal.

Después de recibiendo esta carta, todas las tardes que no están excusadas van a ser notadas como ilegal, y los minutos van a ser aplicados hasta días de ausencia ilegal.

Con sinceridad,

SCHOOL DISTRICT OF THE CITY OF YORK, PENNSYLVANIA

_____ has reported late for school three (3) times and has not presented a satisfactory excuse to the school.

When a pupil is marked tardy three (3) times and the tardiness is unexcused, the parent will be notified.

When a pupil is marked tardy five (5) times and the tardiness is unexcused, the principal will request a conference with the parent at school.

When a pupil is marked tardy seven (7) times and the tardiness is unexcused, the principal may suspend the child from school.

Please do everything possible to encourage _____ to arrive at school on time each day.

Sincerely yours,

DISTRITO ESCOLAR DE LA CUIDAD DE YORK, PENNSYLVANIA

_____ estaba presentado tarde para la escuela tres (3) veces y no ha dado una excusa satisfactoria a la escuela.

Cuando un estudiante está anotado tarde tres (3) veces y la tarde no está excusada, el padre va a ser notificado.

Cuando un estudiante está anotado tarde cinco (5) veces y la tarde no está excusada, el principal va a solicitar una conferencia con el padre en la escuela.

Cuando un estudiante está anotado tarde siete (7) veces y la tarde no está excusada, el principal puede suspender el niño de la escuela.

Por favor hace usted todo posible para inspirar _____ llegar a la escuela a tiempo cada día.

Con sinceridad,

SOLICITUD PARA RECIBIR COMIDAS ESCOLARES GRATIS Y A PRECIOS REDUCIDOS
(APPLICATION FOR FREE AND REDUCED PRICE SCHOOL MEALS)

Fl Spanish

Los padres que deseen solicitar comidas gratis o a precios reducidos para sus hijos, deberán llenar cuidadosamente esta solicitud, firmarla y devolverla a la escuela. Si necesita ayuda para llenar esta solicitud llame al teléfono: _____

Apellido Nombre

Nombre del niño: _____ _____ Escuela en que está matriculado: _____ Grado: ____

Nombre del niño: _____ _____ _____

Nombre del niño: _____ _____ _____

Nombre del niño: _____ _____ _____

FAMILIARES (HOUSEHOLD MEMBERS): Indique los nombres y la edad de cada una de las personas que viven en su casa. Inclúyase a Ud. mismo y al niño o los niños cuyos nombres aparecen en el recuadro anterior.

NUMERO DE SEGURO SOCIAL (SOCIAL SECURITY NUMBERS): Escriba claramente el número de seguro social de cada persona de 21 años de edad o más. Si una de estas personas no tiene número de seguro social, escriba "none" (ninguno) al lado del nombre (véase el reverso de esta solicitud).

FAMILIAS QUE RECIBEN CUPONES PARA ALIMENTOS (FOOD STAMP HOUSEHOLDS): Si su familia está recibiendo cupones para alimentos (FOOD STAMPS), escriba el Número de Expediente del Programa de Cupones para Alimentos (Food Stamp Case Number) y no conteste las preguntas sobre ingresos que aparecen a continuación en esta solicitud. Sin embargo, deberá escribir los nombres de los familiares con sus respectivos números de seguro social.

Sí, hemos recibido cupones para alimentos este mes y queremos comidas escolares. El número de expediente del programa de cupones para alimentos (Food Stamp Case Number) es: _____

o

INGRESOS: A continuación de cada nombre, y en la misma línea, anote TODO el ingreso que esa persona recibió el mes pasado. Cada ingreso parcial debe anotarse bajo el título correspondiente. Escriba primero el ingreso bruto; es decir, la cantidad que se recibe antes de deducir los impuestos, el seguro social, etc. (vea el reverso de esta solicitud por si necesita ayuda para determinar el ingreso mensual).

LISTA DE TODOS LOS FAMILIARES (LIST ALL HOUSEHOLD MEMBERS) — INGRESO MENSUAL (MONTHLY INCOME)

Apellido	Nombre	Edad	Número de seguro social	Ingreso TOTAL por el trabajo realizado (antes de las deducciones) Incluya TODOS los trabajos	Seguro Social (Cheque verde o dorado) Jubilación	Indemnización por desempleo o accidente de trabajo Subsidio de huelga	Asistencia Social (Welfare) (AFDC) (ADC) Ayuda económica para los hijos (Child Support) Pensión Alimenticia (Alimony)	Todos los otros ingresos recibidos el mes pasado
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$
			___-__-____	$	$	$	$	$

INGRESO MENSUAL TOTAL DE LA FAMILIA $ _____
(TOTAL HOUSEHOLD MONTHLY INCOME)

NOMBRE Y DIRECCION (NAME AND ADDRESS)

Nombre en letra de molde

Calle — Apartamento No.

Ciudad — Estado — Código postal (Zip Code)

Teléfono del domicilio — Teléfono del trabajo

AYUDA PARA DETERMINAR EL INGRESO MENSUAL
(HELP WITH MONTHLY INCOME)

Si necesita ayuda para determinar los ingresos MENSUALES, la escuela se encargará de hacerlo por usted. Escriba los siguientes datos:

1. El nombre de la persona que recibe los ingresos.
2. La fuente de ingresos (salario, asistencia social, etc.).
3. La cantidad de ingresos en la casilla que indica la periodicidad con que se reciben.

AGRICULTORES, PERSONAS QUE TRABAJAN POR CUENTA PROPIA, Y TRABAJADORES DE TEMPORADA
(FARMERS, SELF EMPLOYED; AND SEASONAL WORKERS)
Si el mes pasado usted o un familiar suyo recibió ingresos mayores o menores que los acostumbrados, sírvase anotar el promedio mensual esperado en la otra cara de esta solicitud, o en este recuadro si quiere que un funcionario de la escuela le ayude a calcular los ingresos.

NIÑOS EN CUSTODIA
(FOSTER CHILDREN)

En algunos casos, los niños en custodia tienen derecho a recibir comidas gratis o a precios reducidos sin tener en cuenta los ingresos de la familia de Ud. Si tiene niños bajo su custodia, póngase en contacto con la escuela, donde le indicarán cómo llenar esta solicitud.

RAZA

Sírvase indicar el grupo étnico o racial al que pertenece su hijo. No es obligatorio responder a esta pregunta. La información se solicita para asegurar la equitativa distribución de los beneficios.

— Blanco, no de origen hispánico
— Negro, no de origen hispánico
— Hispánico
— Asiático o de las islas del Pacífico
— Indio norteamericano o natural de Alaska

Ningún niño será objeto de discriminación por motivo de raza, color, impedimento físico, país de origen, sexo o edad.

FIRMA (SIGNATURE):

ENTIENDO QUE TODA LA INFORMACION ARRIBA PRESENTADA ES VERIDICA Y CORRECTA Y QUE SE HAN DECLARADO TODOS LOS INGRESOS. ENTIENDO QUE ESTA INFORMACION SE FACILITA PARA PODER OBTENER FONDOS FEDERALES; QUE LAS AUTORIDADES ESCOLARES PODRAN VERIFICAR DICHA INFORMACION, Y QUE LA FALSIFICACION DELIBERADA DE LOS DATOS SUMINISTRADOS PUEDE EXPONERME A SER ENJUICIADO CONFORME A LAS LEYES FEDERALES Y ESTATALES PERTINENTES.

Firma del padre o familiar adulto — Fecha

NOMBRE DE LA PERSONA QUE RECIBE LOS INGRESOS	FUENTE DE INGRESOS	CANTIDAD RECIBIDA			
		CADA SEMANA	CADA 2 SEMANAS	DOS VECES AL MES	AL AÑO
		$	$	$	$
		$	$	$	$
		$	$	$	$
		$	$	$	$

LEY DE PROTECCION DE LA INFORMACION PERSONAL - NUMERO DE SEGURO SOCIAL
(PRIVACY ACT INFORMATION - SOCIAL SECURITY NUMBERS)

La ley federal (P.L. 97-35) exige que usted de los números de seguro social de todos los adultos que viven en su casa para que su hijo pueda recibir comidas gratis o a precios reducidos. Usted no está obligado a dar los números de seguro social, pero si no lo hace su hijo no podrá recibir comidas gratis o a precios reducidos. Los números de seguro social pueden utilizarse para identificarlo a usted a fin de verificar la información que ha proporcionado en la presente solicitud. La verificación puede incluir auditorías; investigaciones; consultas con la oficina estatal para la seguridad en el empleo, la oficina encargada de distribuir los cupones para alimentos, los empleadores, y comprobar si es correcta la información escrita que ha proporcionado la familia. Toda información incorrecta podrá dar por resultado la pérdida de beneficios o una acción judicial. Todos los familiares, cuyos números de seguro social figuran en la solicitud, deberán estar al corriente de estos hechos.

ĐƠN XIN ĂN CƠM MIỄN PHÍ VÀ GIẢM PHÍ TẠI TRƯỜNG HỌC

(Application for free and reduced price school meals)

F2 Vietnamese

Muốn xin cho con em được ăn cơm miễn phí hay giảm phí thì các phụ huynh cần ghi rõ, ký tên, và gửi đơn này cho nhà trường. Nếu cần sự giúp đỡ trong việc làm đơn thì xin điện thoại số _____

Tên trẻ em _____ Trường Học _____ Lớp _____

Tên trẻ em _____ _____ _____
Họ Tên

Tên trẻ em _____ _____ _____

Tên trẻ em _____ _____ _____

NGƯỜI TRONG NHÀ (Household members)
Xin ghi tên tuổi của mọi người hiện ở trong nhà kể cả chính bạn và trẻ em đã ghi tên ở trên.

SỐ AN NINH XÃ HỘI
(Social Security Numbers)
Xin ghi lời chỉ in số An Ninh Xã Hội của mọi người lớn đứ hay trên 21 tuổi. Nếu có ai không có số này thì ghi chữ "Khôngcó" ngay cạnh tên người đó.(Xem mặt sau đơn này)

CÁC GIA ĐÌNH ĐƯỢC LÃNH PHIẾU THỰC PHẨM (Food Stamp Households)
Nếu gia đình bạn đang được lãnh phiếu thực phẩm thì xin cho số hồ sơ lãnh phiếu và khỏi cần trả lời các câu hỏi về lợi tức trên mẫu đơn này.Nhưng vẫn phải ghi tên mọi người trong gia đình và số An Ninh Xã Hội của họ.

Thưa cô, chúng tôi có lãnh phiếu thực phẩm tháng này và muốn con em được ăn cơm tại trường. Số hồ sơ lãnh phiếu của chúng tôi là _____

HAY LÀ

LỢI TỨC (Income) Xin ghi MỌI số lợi tức lãnh được THÁNG TRƯỚC trên cùng giòng với tên người nào có lợi tức. Xin ghi mọi số lợi tức dưới mục nào cho đúng. Cần ghi số lợi tức gộp,TRƯỚC mọi khấu lùa về thuế má,về quỹ An Ninh Xã Hội v.v. (Xem mặt sau trang này có chỉ dẫn cách khai lợi tức hàng tháng)

GHI TÊN MỌI NGƯỜI TRONG NHÀ (List all household members)				LỢI TỨC HÀNG THÁNG (Monthly Income)				
Họ	Tên	Tuổi	Số An Ninh Xã Hội	TỔNG SỐ lương kiếm được(trước mọi khấu lùa) gồm mọi số lương	Tiền An Ninh Xã Hội (Ng.Ph.Xanh/Vàng) Lương hưu trí	Lương Thất Nghiệp/ Quỹ Bù Trừ Lao Động Trợcấp Đình Công	Trợ Cấp X.H. (AFDC,ADC) Trợ cấp con Tiền ly dị	Mọi lợi tức khác lãnh trong tháng vừa qua.
1			___-__-___	$	$	$	$	$
2			___-__-___	$	$	$	$	$
3			___-__-___	$	$	$	$	$
4			___-__-___	$	$	$	$	$
5			___-__-___	$	$	$	$	$
6			___-__-___	$	$	$	$	$
7			___-__-___	$	$	$	$	$

TỔNG SỐ LỜI TỨC TOÀN THỂ GIA ĐÌNH HÀNG THÁNG $ _____
(Total household monthly income)

TÊN VÀ ĐỊA CHỈ (Name and Address)

Tên (viết lối chữ in)

Đường phố Phòng số

Đô thị Tiểu Bang KBC

Điện thoại nhà Điện thoại sở làm

CHỮ KÝ (Signature)
TÔI NHẬN NHẬN RẰNG MỌI LỜI KHAI TRÊN ĐÂY ĐỀU ĐÚNG LÀ SỰ THẬT VÀ MỌI SỐ LỢI TỨC ĐỀU ĐƯỢC KÊ KHAI. TÔI NHẬN NHẬN RẰNG CÁC CHI TIẾT NÀY ĐƯỢC XUẤT ĐỂ ĐƯỢC LÃNH TIỀN CỦA LIÊN BANG, VÀ CÁC GIỚI CHỨC HỌC ĐƯỜNG CÓ THỂ KIỂM CÁC LỜI KHAI TRÊN ĐƠN XIN, VÀ NẾU CỐ TÌNH KHAI MAN TÔI SẼ CÓ THỂ BỊ TRUY THEO LUẬT LỆ HIỆN HÀNH CỦA TIỂU BANG VÀ CỦA LIÊN BANG.

x
Chữ ký của cha mẹ hay một người lớn tuổi trong gia đình ngày/th

CHỈ DẪN CÁCH KHAI LỢI TỨC HÀNG THÁNG
(Help with monthly income)

Nếu cần chỉ dẫn cách khai lời tức hàng tháng thì nhà trường sẽ giúp. Xin ghi:

1 TÊN HỌ người có lợi tức

2 Lợi tức kiếm từ đâu (công sở, trợ cấp xã hội, v.. v..)

3 SỐ TIỀN lợi tức, ghi nơi hàng chữ ký được lãnh lợi tức.

CHỈ NÔNG TRẠI NGHỀ TỰ DO THỜI LÀM MÙA
(Farmers, self employed and seasonal workers)

Nếu bạn hay một người nào trong nhà lãnh lời tức nhiều hơn hay ít hơn thường lệ vào tháng trước thì chỉ nên ghi lợi tức trung bình lên trang trước hay trang này, nếu muốn nhờ nhà trường tính lợi tức giùm.

TÊN HỌ NGƯỜI LÃNH LỜI TỨC	LỜI TỨC TỪ ĐÂU HẢ CÓ	SỐ TIỀN ĐƯỢC LÃNH			
		HÀNG TUẦN	HAI TUẦN MỘT LẦN	THÁNG HAI KỲ	HÀNG NĂM
		$	$	$	$
		$	$	$	$
		$	$	$	$
		$	$	$	$

TRẺ EM BẢO LÃNH
(Foster Children)

Trong vài trường hợp các trẻ em bảo lãnh cũng được hưởng ăn cơm miễn phí hay giảm phí tại trường, bất kể lợi tức gia đình bạn là bao nhiêu. Nếu bạn có các em bảo lãnh trong nhà thì xin liên lạc với nhà trường để được đặc biệt chỉ dẫn về cách làm đơn xin này.

CHỦNG TỘC
(Race)

Xin ghi chủng tộc hay nhóm sắc tộc của các em . Bạn không bắt buộc phải điền câu này.Điều này là để đảm bảo cho mỗi em đều được đối xử công bằng.

/_/ Da trắng, không phải gốc Iphanho
/_/ Da đen,không phải gốc Iphanho
/_/ Yphanho
/_/ Á châu hay người các Đảo Thái Bình Dương
/_/ Mỹ Da đỏ hay thổ dân Alaska

Không trẻ em nào sẽ bị kỳ thị vì chủng tộc, màu da, tật nguyền, gốc xứ sở, nam nữ hay tôn giáo.

THÔNG CÁO VỀ LUẬT BẢO VỆ ĐỜI TƯ--SỐ AN NINH XÃ HỘI
(Privacy Act Information - Social Security Numbers)

Luật Liên Bang (PL. 97-35) đòi hỏi phải kê khai số An Ninh Xã Hội của mọi người lớn trong nhà trước khi con cái được ăn cơm miễn phí hay giảm phí tại trường học. Không ai bắt buộc phải khai số An Ninh Xã Hội, nhưng nếu từ chối thì con cái sẽ không được hưởng cơm miễn phí hay giảm phí. Số An Ninh Xã Hội có thể được dùng để tìm lý lịch đương đơn và kiểm soát lời khai trên đơn xin. Sự kiểm soát có thể gồm việc tra cứu sổ sách, điều tra, cứu xét hồ sơ tại sở An Ninh Lao Công, sở Phiếu Thực Phẩm và liên lạc với các chủ nhân, và kiểm soát lại các lời khai về gia đình trên đơn xin để xác định những chi tiết nhận được. Nếu khám phá ra sự khai man thì sẽ bị mất quyền lợi, và có thể bị truy tố trước pháp luật. Những điều này cần phải được báo cho tất cả mọi người trong

ຄຳຮ້ອງຂໍກິນເຂົ້າໂດຍບໍ່ຕ້ອງຈ່າຍເງິນຫຼືຂໍຈ່າຍລຸດຈາກລາຄາໃນໂຮງຮຽນ

(Application for free and reduced price school meals)

ການຍື່ນຄຳຮ້ອງຂໍໃຫ້ລູກຂອງທ່ານໄດ້ກິນເຂົ້າໂດຍບໍ່ຕ້ອງຈ່າຍເງິນ(ຫຼືກິນຟຣີ)ຫຼືຂໍຈ່າຍຫຼຸດຈາກລາຄາທັມມະດາຂອງໂຮງຮຽນນັ້ນ ຜູ້ເປັນພໍ່ແມ່ຕ້ອງຮຽນຄຳຮ້ອງ ມະຍັນ ເຊັນຊື່ ແລ້ວສົ່ງກັບຄືນໄປຍັງໂຮງຮຽນ. ຖ້າທ່ານຕ້ອງການຄວາມຊ່ວຍເຫຼືອໃນການຕື່ມຂໍ້ຄວາມລົງໃນຄຳຮ້ອງນີ້ ກະລຸນາໂທຣະສັບໂດຍການໝຸນເລກນີ້:_____

ຊື່ແລະນາມສະກຸນລູກຂອງທ່ານ:_____ ໂຮງຮຽນທີ່ລູກຂອງທ່ານຮຽນ:_____ ຊັ້ນທີ່ຮຽນ:_____

ຊື່ແລະນາມສະກຸນລູກຂອງທ່ານ:_____ _____ _____

ຊື່ແລະນາມສະກຸນລູກຂອງທ່ານ:_____ _____ _____

ຊື່ແລະນາມສະກຸນລູກຂອງທ່ານ:_____ _____ _____

ສະມາຊິກໃນຄອບຄົວ: (Household Members)
ຈົ່ງຂຽນຊື່ແລະອາຍຸຂອງສະມາຊິກໃນຄອບຄົວລວມທັງຕົວທ່ານເອງ ແລະລູກທຸກຄົນ ທີ່ຢູ່ຮ່ວມເຮືອນນຳ.

ເລກປະກັນສັງຄົມ: (Social Security Numbers)
ຈົ່ງຂຽນເລກປະກັນສັງຄົມຂອງຜູ້ໃດ ທີ່ມີອາຍຸຕັ້ງແຕ່ ๒๑ ປີຂຶ້ນໄປນັ້ນລວມທຸກຄົນ. ຖ້າຜູ້ໃດຜູ້ໃດຫາກບໍ່ມີເລກປະກັນສັງຄົມໃຫ້ຂຽນຄຳວ່າ none ລົງໃສ່ຕາງຊ່ອງຂອງຜູ້ນັ້ນ. (ຈົ່ງເບິ່ງດ້ານຫຼັງຂອງແບບຟອມນີ້)

ຄົວເຮືອນທີ່ຮັບຄ້ຳປະກັນ (Foodstamp Households)
ປະຖົມ ຖ້າຄອບຄົວທ່ານໄດ້ຮັບຄ້ຳປະກັນ ທ່ານກໍຈາກຈະຂຽນເລກປະຈຳຕົວຂອງຄ້ຳປະກັນນັ້ນລົງໄດ້ ແລະບໍ່ຕ້ອງແຈ້ງລາຍຮັບຈາກທຸກຄົນ ລາຍໄດ້ຂອງທ່ານຜູ້ໃດແຍບຟອມນີ້. ຢ່າງໃດກໍດີ ທ່ານກໍຍັງຈຳເປັນຕ້ອງຂຽນຊື່ຂອງສະມາຊິກໃນຄອບຄົວລົງພ້ອມດ້ວຍເລກປະກັນສັງຄົມຂອງເຂົາເຈົ້າດ້ວຍ.

ແນ່ນອນ ເດັກນ້ອຍທຸກຄົນທີ່ໄດ້ຮັບຄ້ຳປະກັນ ແລະທຸກຄົນທີ່ຈຳກໍຍ່ອມໄດ້ຮັບອາຫານຟຣີ ຫຼືລຸດລາຄາຈາກໂຮງຮຽນ. ເລກປະຈຳຕົວຂອງຄ້ຳປະກັນຂອງທຸກຄົນທ່ານ:_____

ລາຍໄດ້ (Income) ຈົ່ງຈົດ ລາຍໄດ້ທີ່ໄດ້ໄປໃນເດືອນຫ້າມຍານ ລົງໃສ່ຊ່ອງທີ່ຖືກຕ້ອງ ພ້ອມທັງຈຳນວນເງິນທີ່ຫາໄດ້ໃນແຕ່ລະມື້ຕ່າງ. ທ່ານຕ້ອງຂຽນຈຳນວນເງິນລາຍໄດ້ທັງໝົດ ຈົ່ງເປັນຈຳນວນເງິນທີ່ຍັງບໍ່ທັນໄດ້ຫັກພາສີ ອາກອນ ປະກັນສັງຄົມ ອາກອນ ແລະອື່ນ ๆ (ໃຫ້ເບິ່ງດ້ານຫຼັງຂອງເຈ້ຍແຜ່ນນີ້ ຖ້າຕ້ອງການຄວາມຊ່ວຍເຫຼືອກ່ຽວກັບລາຍໄດ້ປະຈຳເດືອນ.)

ให้จดชื่อสมาชิกในครอบครัวทุกคนไว้ (LIST ALL HOUSEHOLD MEMBERS) รายได้ประจำเดือน (MONTHLY INCOME)

	ชื่อสกุล	ที่	อายุ	รวมประกันสังคม	รายได้ตัวเงินจากอุตสาหกรรม(ยกเว้นทุกสิ่งที่ระบุข้างบน).รายได้จากวิสาหกิจ	รายได้จากการประกันสังคม และเงินช่วยเหลือ	เงินอุดหนุน, เงินช่วยเหลือจากรัฐบาลท้องถิ่น.รายได้จากการมีกรรมสิทธิ์	เงินสวัสดิการ ที่เงินสังคมสิงเคราะห์,เงินบำนาญสูงอายุ,เงินช่วยเหลือเด็ก, เงินจากการขายฝากของ	รายได้อย่างอื่นที่ได้รับในเดือนนี้
๑.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๒.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๓.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๔.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๕.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๖.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท
๗.				_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท	_____ บาท

รายได้ประจำเดือนทั้งหมดของครอบครัว: _____ บาท
(Total Household Monthly Income)

๕. ชื่อสกุล และที่อยู่ (NAME AND ADDRESS)

_____
ชื่อสถานที่ประกอบการ

_____
ถนน ตำบล

_____
อำเภอ จังหวัด รหัสไปรษณีย์

_____
โทรศัพท์ที่ทำงาน โทรศัพท์ของผู้ตอบ

ลายเซ็น (SIGNATURE)

ข้าพเจ้าขอรับรองว่าข้อความที่ข้าพเจ้าได้ตอบในแบบสอบถามนี้เป็นความจริงและถูกต้อง และข้าพเจ้าได้อ่านข้อความในแบบสอบถามทุกข้อแล้ว ข้าพเจ้าขอให้คำมั่นว่าข้อความที่ข้าพเจ้าได้ตอบไปนั้นเป็นความจริงทุกประการ ข้าพเจ้าได้ทราบถึงความสำคัญของการตอบแบบสอบถามนี้ และข้อความในแบบสอบถามนี้จะเป็นประโยชน์ต่อการวางแผนพัฒนาประเทศ

ลายเซ็นของผู้ตอบ และของเจ้าหน้าที่.

_____
ลายเซ็นของเจ้าหน้าที่ผู้ทำการสัมภาษณ์ วันที่

ภาษาจอยเพื่อ
ช่วยประกอบ
ส่วนเข้ากับ
รายได้ประจำ
เดือน
Help with
monthly
income

ถ้าท่านมีความจำเป็นต้องการความช่วยเหลือเพิ่มเติมเพื่อประกอบส่วนเข้ากับรายได้ประจำเดือนของท่าน ท่านได้รวมจำนวนเงินต่อไปนี้:

ก. รายได้เป็นตัวเงินรายได้อื่นๆ

ข. ประเภทของรายได้นั้น เช่น ค่าแรงงาน, เงินสวัสดิการ, และอื่นๆ.

ค. จำนวนเงินที่ได้นั้นมีอยู่ในกรณีที่ยังมีรายได้อื่นๆ ที่ได้รับเป็นประจำเดือนด้วยหรือไม่.

จำนวนและชื่อของบุคคลในครัวเรือน รายได้	ยังมีรายได้อื่นๆ เข้ามาอีก	จำนวนเงินที่ได้รับ ทุกสัปดาห์	สัปดาห์	ครึ่งเดือน	เดือน

สำหรับชาวสวน
ชาวไร่ ชาวนา
ชาวประมง และ
ผู้ที่ทำงานตาม
ฤดูกาล
Farmers,
Self-employed
and seasonal
workers

ถ้าท่านมีรายได้ส่วนตัวจากการขายผลิตผลทางการเกษตร ท่านจำเป็นต้องรวมรายได้ส่วนนี้ไว้ด้วย ไม่ว่าจะเป็นรายได้ประจำหรือไม่ก็ตาม.

ลูกบ้านอุปการะ
Foster
children

ในกรณีที่ท่านมีลูกบ้านอุปการะ ท่านจำเป็นต้องรวมรายได้ของลูกบ้านอุปการะไว้ในรายได้ของครัวเรือนด้วย. ถ้าท่านมีลูกบ้านอุปการะมากกว่าหนึ่งคน ท่านจำเป็นต้องแจ้งให้ทราบถึงรายได้ของลูกบ้านอุปการะแต่ละคนด้วย.

เชื้อชาติ
Race

กรุณาทำเครื่องหมายในช่องที่ตรงกับเชื้อชาติของท่านมากที่สุด. ถ้าท่านมีเชื้อชาติมากกว่าหนึ่งเชื้อชาติ ท่านจำเป็นต้องตอบ. ทางเจ้าหน้าที่ต้องการความร่วมมือจากท่านเป็นอย่างมากในการตอบคำถามนี้ แต่ท่านไม่จำเป็นต้องตอบก็ได้.

- ชาวอเมริกันอินเดียนหรือชาวพื้นเมืองอลาสก้า
- ชาวเอเชียหรือชาวหมู่เกาะแปซิฟิก
- คนผิวดำ หรือคนอเมริกันเชื้อสายแอฟริกัน
- คนผิวขาว หรือคนอเมริกันเชื้อสายยุโรป
- ชาวฮิสแปนิกหรือชาวลาตินอเมริกัน

ข้อมูลเกี่ยวกับการรักษาความลับของข้อมูลส่วนบุคคล - เอกสารประกันสังคม
Privacy Act Information - Social Security number

กฎหมายฉบับนี้ (มาตรา PL93579) ระบุว่าเจ้าหน้าที่จำเป็นต้องขอเอกสารประกันสังคมของสมาชิกทุกคนที่เป็นผู้ใหญ่ในครอบครัวของท่าน ครอบครัวของท่านจะได้รับการพิจารณาคุณสมบัติ ผู้ใดบ้างที่จะได้รับสวัสดิการ. ตามข้อเท็จจริงแล้วจะต้องขอเอกสารประกันสังคมของสมาชิกในครอบครัวของท่านทุกคน ถึงแม้ว่าท่านจะไม่ได้ขอรับสวัสดิการสำหรับสมาชิกในครอบครัวของท่านทุกคนก็ตาม. เอกสารประกันสังคมจะช่วยให้เจ้าหน้าที่ใช้ข้อมูลที่ถูกต้องในการพิจารณาคุณสมบัติของท่านได้ ซึ่งจะส่งผลต่อการได้รับสวัสดิการของท่านด้วย. การไม่ให้ความร่วมมือในการขอเอกสารประกันสังคมของสมาชิกในครอบครัวของท่านนั้นจะไม่มีผลกระทบต่อการได้รับสวัสดิการของท่านแต่อย่างใด. ถ้าท่านมีข้อสงสัยเกี่ยวกับการรักษาความลับของข้อมูลส่วนบุคคล ท่านสามารถติดต่อสอบถามได้ที่สำนักงานประกันสังคมในท้องถิ่นของท่าน.

ពាក្យសុំប័ណ្ណអ្នកនៅឥតថ្លៃ និងនៅបញ្ចុះតម្លៃនៅក្នុងសាលារៀន

(APPLICATION FOR FREE AND REDUCED PRICE SCHOOL MEALS)

នេះជាពាក្យសុំប័ណ្ណអ្នកនៅឥតថ្លៃ ឬនៅបញ្ចុះតម្លៃនៅក្នុងសាលារៀនរបស់លោកអ្នក ។ ប៉ុន្តែមុនពេលបំពេញពាក្យសុំខាងក្រោមនេះ សូមអាន ព្រមទាំងយល់ច្បាស់ នូវលក្ខខណ្ឌនៅក្នុងសាលារៀនវិញ ។ បើលោកអ្នកត្រូវការនូវជំនួយបំពេញពាក្យសុំនេះ សូមទាក់ទងតាមលេខទូរស័ព្ទខាងក្រោមនេះ _____

ឈ្មោះកូនសិស្ស _____ ឈ្មោះសាលារៀន _____ ថ្នាក់ទី _____
(តាមត្រកូល តាម)

ឈ្មោះកូនសិស្ស _____ _____ _____

ឈ្មោះកូនសិស្ស _____ _____ _____

ឈ្មោះកូនសិស្ស _____ _____ _____

សមាជិកក្នុងគ្រួសារ:
HOUSEHOLD MEMBERS:
សូមបញ្ជាក់ឈ្មោះនៃសមាជិកទាំងអស់ក្នុងគ្រួសាររបស់លោកអ្នក រាប់បញ្ចូលឈ្មោះរបស់លោកអ្នក និងកូនសិស្ស ដែលមានរស់នៅជាមួយគ្នា ។

លេខប័ណ្ណសន្តិសុខសង្គម:
SOCIAL SECURITY NUMBERS:
សូមបញ្ជាក់លេខប័ណ្ណសន្តិសុខសង្គមនៃសមាជិកក្នុងគ្រួសារដែលមានអាយុពី 21 ឆ្នាំឡើងទៅ ។ បើមិនមានលេខប័ណ្ណសន្តិសុខសង្គមទេ សូមសរសេរពាក្យ "NONE" អមជាមួយនឹងឈ្មោះរបស់អ្នកនោះ ។

គ្រួសារដែលមានឈ្មោះក្នុងបញ្ជីជួយទិញម្ហូបអាហារ:
FOODSTAMP HOUSEHOLDS:
បើគ្រួសារលោកអ្នកមានឈ្មោះក្នុងបញ្ជីជួយទិញម្ហូបអាហារសព្វថ្ងៃនេះ លោកអ្នកអាចបញ្ជាក់ឈ្មោះនៃសមាជិកក្នុងគ្រួសារដែលមានឈ្មោះក្នុងបញ្ជីនេះបាន ។ តែមិនចាំបាច់ត្រូវធ្វើបែបនេះទេ ។ តាមរយៈការបំពេញពាក្យសុំនេះ លោកអ្នកនៅតែត្រូវបានពិចារណាសុំជំនួយដដែល ។

ចាប់ - ថ្នាំ: បើលោកមានឈ្មោះក្នុងបញ្ជីជួយទិញម្ហូបអាហារក្នុងតំបន់នេះ បើលោកចង់ឲ្យកូនរបស់លោកទទួលបានអាហារថ្ងៃត្រង់ ។ លេខសម្គាល់ក្នុងបញ្ជីជួយទិញម្ហូបអាហារគឺជា: _____

- ខ -

ប្រាក់ចំណូល:
INCOME:
សូមបញ្ជាក់ប្រាក់ចំណូលសរុបនៃគ្រួសារលោកអ្នកក្នុងមួយខែ ។ ចាប់ផ្តើមពីប្រាក់ចំណូលដែលទទួលបានពីការងារ ។ សូមបញ្ជាក់

LIST ALL HOUSEHOLD MEMBERS

MONTHLY INCOME

TOTAL HOUSEHOLD MONTHLY INCOME :

NAME AND ADDRESS :

SIGNATURE :

ជំនួយខាងការទិញផ្គត់ផ្គង់ប្រចាំខែរបស់អ្នក
HELP WITH MONTHLY INCOME

បើសមាជិកណាក្នុងគ្រួសារជំនួយខាងការទិញផ្គត់ផ្គង់ប្រចាំខែរបស់អ្នក សូមផ្តល់ព័ត៌មានដូចខាងក្រោម ។ សូមចាំ :

ក. ចំនួនប្រាក់ចំណូល គឺសរុបចំនួនប្រាក់ដែលសមាជិកគ្រួសារទាំងអស់ទទួលបានក្នុងមួយខែ - ដូចជាប្រាក់ឈ្នួល ប្រាក់ចំណេញ ឬ ប្រាក់ចំណូលផ្សេងៗ ។

ខ. ប្រភពនៃប្រាក់ចំណូល - ដូចជាការងារធ្វើនៅការិយាល័យ ជំនួញលក់ដូរតូចតាច ជាដើម ។ ល ។

គ. ចំនួនសមាជិកគ្រួសារដែលពឹងផ្អែកលើប្រាក់ចំណូលនេះ

ចំនួនសមាជិកគ្រួសារដែលពឹងផ្អែកលើប្រាក់ចំណូលនេះ	ប្រភពនៃប្រាក់ចំណូល	ចំនួនប្រាក់ចំណូលសរុប			
		ប្រចាំសប្តាហ៍	ប្រចាំពីរសប្តាហ៍	ប្រចាំខែ	ប្រចាំឆ្នាំ
		$	$	$	$
		$	$	$	$
		$	$	$	$
		$	$	$	$

កសិករ អ្នកធ្វើការឯករាជ្យ និងកម្មករធ្វើការតាមរដូវ
FARMERS, SELF-EMPLOYED, AND SEASONAL WORKERS

បើសមាជិក ឬ សមាជិកណាម្នាក់ក្នុងគ្រួសារសមាជិកទាំងនេះប្រកបរបរកសិកម្ម ឬ ធ្វើការឯករាជ្យ ឬ ធ្វើការតាមរដូវ សូមផ្តល់ព័ត៌មានដូចខាងក្រោម ។

កូនចិញ្ចឹម :
FOSTER CHILDREN

សមាជិកណាក្នុងគ្រួសារដែលមានកូនចិញ្ចឹមដែលមិនមានទំនាក់ទំនងជាឪពុកម្តាយ ឬ ជាសាច់ញាតិជិតស្និទ្ធ ដែលសមាជិកគ្រួសារនេះមានការទទួលខុសត្រូវចិញ្ចឹមបីបាច់ ។ ប្រើប្រាស់ពាក្យដែលងាយស្រួលយល់ ។ បើគ្រួសារនេះមានកូនចិញ្ចឹមច្រើនជាងមួយ សូមបង្ហាញចំនួនកូនចិញ្ចឹមដែលមានក្នុងគ្រួសារនេះ ដើម្បីឲ្យច្បាស់លាស់ថាតើមានប៉ុន្មាននាក់ ដែលត្រូវបានរាប់បញ្ចូលក្នុងការសិក្សានេះ ។

ជាតិសាសន៍ :
RACE

សូមជ្រើសរើសយកតែមួយគត់ដែលតំណាងឲ្យជាតិសាសន៍ក្នុងចំណោមសមាជិកគ្រួសារ ។ សមាជិកម្នាក់ៗគួរតែជ្រើសរើសយកតែមួយគត់ ដែលតំណាងឲ្យជាតិសាសន៍ដែលខ្លួនគិតថាខ្លួនជា ។ ចំពោះកូនកាត់ សូមជ្រើសរើសយកជាតិសាសន៍ដែលខ្លួនគិតថាខ្លួនជាច្រើនជាង ។

- ☐ ស្បែកស ដែលមិនមែនជាជនជាតិអេស្បាញ
- ☐ ស្បែកខ្មៅ ដែលមិនមែនជាជនជាតិអេស្បាញ
- ☐ ជាជនជាតិអេស្បាញ
- ☐ អាស៊ីដូចជា ចិន ជប៉ុន ជាដើម
- ☐ អាមេរិកាំងដែលកើតនៅលើកោះប៉ាស៊ីហ្វិក

PRIVACY ACT INFORMATION- SOCIAL SECURITY NUMBERS
ព័ត៌មានអំពីច្បាប់ស្តីពីការរក្សាការសម្ងាត់ - លេខសម្គាល់សន្តិសុខសង្គម

The Privacy Act of 1974 (PL 93-579) requires that when an individual is asked to disclose his social security number, he must be informed of the statutory or other authority for requesting the number, what uses will be made of it, and whether disclosure is mandatory or voluntary. Section 7 of the Act (PL 93-579) makes it unlawful for any Federal, State or local government agency to deny any right, benefit or privilege provided by law because of an individual's refusal to disclose his social security number. However, this prohibition does not apply where disclosure is required by Federal statute or where disclosure was required under a statute or regulation adopted prior to January 1, 1975, to verify the identity of an individual. Section 7 of the Act (PL 93-579) also provides that any Federal, State or local government agency which requests an individual to disclose his social security number must inform that individual whether that disclosure is mandatory or voluntary, by what statutory or other authority such number is solicited, and what uses will be made of it.

ច្បាប់ស្តីពីការរក្សាការសម្ងាត់ឆ្នាំ ១៩៧៤ (PL 93-579) តម្រូវថាពេលណាដែលបុគ្គលម្នាក់ត្រូវបានគេសុំឲ្យបង្ហាញលេខសម្គាល់សន្តិសុខសង្គមរបស់គាត់ គាត់ត្រូវតែត្រូវបានជូនដំណឹងអំពីអាជ្ញាធរតាមច្បាប់ ឬអាជ្ញាធរផ្សេងទៀតសម្រាប់ការស្នើសុំលេខនោះ ការប្រើប្រាស់ដែលនឹងធ្វើឡើងចំពោះលេខនោះ និងថាតើការបង្ហាញនោះជាកាតព្វកិច្ច ឬស្ម័គ្រចិត្ត។ ផ្នែកទី ៧ នៃច្បាប់នេះ (PL 93-579) ធ្វើឲ្យវាខុសច្បាប់សម្រាប់ទីភ្នាក់ងារណាមួយរបស់រដ្ឋាភិបាលសហព័ន្ធ រដ្ឋ ឬមូលដ្ឋាន ក្នុងការបដិសេធសិទ្ធិ អត្ថប្រយោជន៍ ឬឯកសិទ្ធិដែលផ្តល់ដោយច្បាប់ ដោយសារតែបុគ្គលម្នាក់បដិសេធមិនបង្ហាញលេខសម្គាល់សន្តិសុខសង្គមរបស់គាត់។ ទោះជាយ៉ាងណាក៏ដោយ ការហាមឃាត់នេះមិនអនុវត្តនៅពេលដែលការបង្ហាញត្រូវបានតម្រូវដោយច្បាប់សហព័ន្ធ ឬនៅពេលដែលការបង្ហាញត្រូវបានតម្រូវក្រោមច្បាប់ ឬបទប្បញ្ញត្តិដែលបានអនុម័តមុនថ្ងៃទី ១ ខែមករា ឆ្នាំ ១៩៧៥ ដើម្បីផ្ទៀងផ្ទាត់អត្តសញ្ញាណរបស់បុគ្គលម្នាក់។ ផ្នែកទី ៧ នៃច្បាប់នេះ (PL 93-579) ក៏ចែងផងដែរថា ទីភ្នាក់ងាររដ្ឋាភិបាលសហព័ន្ធ រដ្ឋ ឬមូលដ្ឋានណាមួយដែលស្នើសុំឲ្យបុគ្គលម្នាក់បង្ហាញលេខសម្គាល់សន្តិសុខសង្គមរបស់គាត់ ត្រូវតែជូនដំណឹងដល់បុគ្គលនោះថាតើការបង្ហាញនោះជាកាតព្វកិច្ច ឬស្ម័គ្រចិត្ត តើច្បាប់ឬអាជ្ញាធរផ្សេងទៀតណាដែលលេខនោះត្រូវបានស្នើសុំ និងការប្រើប្រាស់ដែលនឹងធ្វើឡើងចំពោះលេខនោះ។

DISTRITO ESCOLAR de LANCASTER
PROGRAMA BILINGUE
ESCUELA SUPERIOR McCASKEY

Requisitos básicos para graduación:

Para graduación, el Departamento de Educación de Pennsylvania demanda la terminacion satisfactoria de trece (13) créditos de estudio. Además dá autoridad para que "otros requisitos de graduación puedan ser establecidos a la discresión del distrito escolar."

Por consiguiente, el Distrito Escolar de Lancaster ha aumentado el total de creditos a diez y seis (16), incluyendo un curso de Educacion y Seguridad y una porción en Natación como parte de los requisitos locales de Educacion Fisica..

Los diez y seis (16) unidades creditos a ser completados en McCaskey deberan incluir lo siguiente:

Inglés . . . . . 3 créditos electivos
Matemática . . . . . 1 crédito electivo
Ciencia. . . . . 1 crédito electivo
Estudios Sociales. . . . . 2 créditos electivos
Estos dós créditos deben ser en los siguientes cursos:
1-Cultura de Estados Unidos
2-Cultura del Mundo
3-Gobierro Americano (.5 credito adicional)
Aplica unicamente a la clase de 1982.
Educación Fisica . . . . . 1 1/5 creditos
Sera tomada das veces a la semana
on cada grado.
Salud. . . . . 3/5 credito
Sera tomada tres veces a la semana
en ei tercer año (grado once)
Educacion en Seguridad . . . . . 1/5 credito
Este es un curso que se toma en el
salon de clases una vez a la semana
y durante el segundo año (grado diez)
Natación--Este curso se toma dos veces a la semana
durante un semestre en el segundo año.
Cursos Electivos . . . . . 7 creditos
Estos cursos sen tomados por el estudiante
de acuardo a sus intereses y con la ayuda
del orientador.

NOTA: A la clase de 1982 se le requiere 6.5 creditos electivos.

Numero total de creditos necesitados . 16

Fracasar en una clase requiere que esta sea tomada unicamente de la siguiente manera:

1. Asistiendo a la escuela de verano, ya sea en el distrito escolar local o cualquiera regularmente acreditada como escuela de verano.
2. Mediante tutoria, pero bajo condiciones aceptables por la administración de la escuela.

3. Tomando el curso en la escuela nocturna durante el último año de Escuela Superior.

4. Repitiendo el curso fracasado durante el proximo año regular escolar.

Los fracasos en cursos electivos deben ser tomados bajo las condiciones establecidas anteriormente o tamando otros cursos que pueden ser tomados como sustitutos de los cursos electivos fracasados. Cursos fracasados podrán ser respuestos durante el año escolar que sigue al fracaso, sin embargo NO MAS DE DOS creditos fracasados podran ser respuestos en la seccion escolar de verano.

II NOTAS ADICIONALES:

Con la excepcion de los cursos tomados en Biología, Algebra II y el segundo nivel de idiomas extranjeros, créditos tomades en el noveno grado no serán contados como parte de los 16 créditos requeridos para graduarse en la escuela superior. Sin embargo, los créditos ganados en éstos tres cursos no solamente serán aplicados al numero total de los creditos requeridos, sino también satisfacen especificamente los cursos requeridos para graduación. Tales cursos no serán considerados para computar la categoria y promedio de Escuela Superior.

Los créditos ganados como créditos avanzados en la escuela de verano entre el noveno y el decimo grade serán contados como parte de los 16 créditos para graduacion. Cualquier clase completada con buen exito bajo el grado décimo no podrá ser repetida para crédito en la escuela Superior.

Para recibir crédito por cualquier clase el estudiante tendrá que obtener una calificacion de 9 o mayor que esta por trabajo hecho fuera da los programas regularmente acreditado. Aquellos estudiantes que estan pidiendo credito por trabajos hechos er etras instituciones acreditadas podran recibir previa aprobación del principal de la escuela Superior McCaskey.

III CONCLUSIÓN:

Es importante recordar que la seleccion de un programa de estudio conlleya una seria responsabilidad. La selección que el estudiante haga hoy implicará grandemente en sus decisiones futuras. Esta seleccion debe estar de acuerdo a las habilidades del estudiante, a su aprovechamiento académico, al deseo de trabajar y de acuerdo a sus futuras metas vocacionales y educacionales. Sabemos que el hacer una decisión puede significar una gran tarea para el estudiante, sin embargo esta debe utilizer la ayuda de los padres, maestros y orientadores quienes estaran listos a ayudarlo.

Cualquier duda o pregunta respuesto a los requisitos para graduación en McCaskey--favor de visitar al Consejero Bilingue los martes de cada semana.

SCHOOL DISTRICT OF LANCASTER

Date_____

To Parent/Guardian of: _____ _____
Name of Student Birthdate

Pennsylvania State Law requires that any student enrolled in public, private, or parochial school must be immunized against certain diseases.

YOUR CHILD MAY NOT BE ADMITTED TO SCHOOL UNTIL THE FOLLOWING IMMUNIZATION REQUIREMENTS ARE SATISFIED:

Basic Requirements	Additional Required Immunizations	
☐ Diptheria-Tetanus #1	☐ D-T #2	☐ D-T #3
☐ Polio #1	☐ Polio #2	☐ Polio #3
☐ Measles		
☐ Mumps		
☐ Rubella		

Your child may be admitted temporarily for a period of eight months as long as he/she has completed the Basic Requirements. If the Additional Required Immunizations are not completed by the end of that time period, your child will be excluded from attendance at school.

The necessary immunizations may be obtained from your family physician or free of charge from: Pennsylvania Department of Health
439 E. King St., Rear
Lancaster, PA
Telephone 299-7597

The Department of Health will conduct immunization clinics every Tuesday from 9-11:00 AM and 1-3:00 PM. They require that you call for an appointment, bring your immunization records with you, and have an adult accompany the child to the clinic.

Return the completed form to this registration office.

Signature_____

TO BE COMPLETED BY PHYSICIAN:

_____ _____
Name of Student Birthdate

The following immunizations have been administered:

☐ Diptheria-Tetanus
☐ Polio
☐ Measles
☐ Mumps
☐ Rubella

_____ _____
SIGNATURE OF PHYSICIAN Date

#SHS 105-E

DISTRITO ESCOLAR DE LANCASTER

Fecha _____

Al Padre o Encargado de: _____ _____
Nombre Fecha de Nacimiento

La lay estatal de Pennsylvania requiere que todo estudiante matriculado en una escuela pública, privada o parroquial tiene que estar inmunizado contra ciertas enfermedades.

SU HIJO/A NO SERÁ ADMITIDO EN LA ESCUELA HASTA QUE COMPLAN CON LOS SIGUIENTES REQUISITOS DE INMUNIZACIÓN:

Requisitos Básicos	Inmunizaciones Adicionales Requeridas	
☐ Difteria-Tétanos #1	☐ D-T #2	☐ D-T #3
☐ Polio #1	☐ Polio #2	☐ Polio #3
☐ Sarampión		
☐ Paperas		
☐ Sarampión Aleman		

Su hijola podrá ser admitido temporalmente por un periodo de ocho meses si el/ella tiene por lo menos los Requisitos Básicos completos. Si para el final de estos ocho meses no ha completado las Inmunizaciones Adicionales Requeridas su hijo/a será excluido de la escuela.

Las inmunizaciones necesarias pueden conseguirse de su médico de familia o gratis en el: Departamento de Salud de Pensylvania
439 East King Street (atrás)
Lancaster, Pa.
Teléfono 299-7597

El Departamento de Salud tendrá clínicas de inmunizaciones cada martes desde las 9:00 hasta las 11:00 A.M., y desde la 1:00 hasta las 3:00 P.M. Se requiere que Usted llame para una cita, que Ud. traiga su record de inmunizaciones consigo, y que un adulto acompañe al niño.

Devuelva este papel a esta oficiná de registración.

Firma _____

TO BE COMPLETED BY PHYSICIAN

_____ _____
Name of Student Birthdate

The following immunizations have been administered:

- ☐ Diptheria-Tetanus
- ☐ Trivalent Oral Polio
- ☐ Measles
- ☐ Mumps
- ☐ Rubella

_____ _____
SIGNATURE OF PHYSICIAN Date

#SHS 105-S

COMMUNITY AGENCIES AND RESOURCES

Warminster Community Medical Center - Centennial Comprehensive Health Care Center
3 Potter St. Warminster,Pa.
Provides health care services on a sliding scale basis and has bilingual staff.

Warminster Community Center - Downey Drive Warminster, Pa.
Provides space for meetings and other activities- Pa. Migrant Education Tutoring Program
Teen Program
Senior Citizens Programs

Warminster General Hospital - Newtown Road Warminster, Pa.
Provides trainings and programs for the Community - employs high school students
Provides opportunities in volunteer programs and employs bilingual staff in many areas.

Doctor Rosner Eye Care Clinic- York Road Warminster, Pa.

American Red Cross - Doylestown, Pa.
Provides emergency aid to families.

Neshaminy Manor - Almshouse Road Warrington, Pa.
Provides health care - imunizations
Wic Program
Bucks County Opportunity Council - Food Assistance, Weatherization, Consumer Services

Bucks County Children and Youth Social Services Agency - 1661 Easton Rd.,Warrington, Pa.
Information and Referral, Protective Services, Placement Services,Child Abuse, Adoption Ser.

Lenape Valley Clinic - Bristol Rd. Buckingham, Pa.
Crisis Intervention Services, Mental Health and Educational testing.

Catholic Social Services - York Rd. Warminster, Pa.
Provides counseling, social services, information and referral - has bilingual staff.

Public Assistance Office - 1661 Easton Rd. Warrington, Pa.
Provides financial and medical assistance to needy families, food stamps and energy assistan

Social Security Office - Farragut St. Bristol, Pa.
Social Security and Social Security Supplement for disability.

Housing Authority - Beaver Dam Rd. Bristol, Pa.
Provides low income housing programs.

Legal Aide Society - Pond St. Bristol, Pa.
Provides free legal services for low income families.

Warminster Naval Base - Jacksonville Rd. Warminster, Pa.
Provides employment for high school students from low income families, summer jobs,
Minorities in Engineering Program

Bucks County Office of Employment and Training - Rt. 313 Doylestown,Pa.
Provides training and educational programs for adults and youth.

Bucks County Court House and Domestic Court- Main St. Doylestown, Pa.
Provides legal assistance to low income families, counseling and help with support orders.

Big Brothers Association - Doylestown, Pa.
Provides big brothers for youth of single parent homes.

Bucks County Hispanic Drug and Alcohol Task Force - Doylestown, Pa.

PHILADELPHIA AREA - LIST OF AGENCIES AND RESOURCES SERVING THE PUERTO RICAN/HISPANIC COMMUNITY

J

These Agencies and services are not limited to only hispanics. Some have bilingual hispanic and or bilingual staff and most have information and brochures written in Spanish.

American Cancer Society
North Central Unit - "El Centro"
5017 North 5th Street
Philadelphia, PA 19120
329-0620

American Diabetes Association
The Bourse Suite 570
21 South 5th Street
Philadelphia, PA 19106
627-7718

American Heart Association
318 South 19th Street
Philadelphia, PA 19103
735-3865

American Red Cross
North Philadelphia Spanish Office
1013 W. Lehigh Avenue, 3d floor
Philadelphia, PA 19133
228-0291

Asociacion de Musicos Latinos Americanos
1434 Guilford Plaza
Philadelphia, PA 19122
765-3570
Board President: Mr. Jessie Bermudez

Asociacion de Puertorriquenos en Marcha
(APM) 2147 North 6th Street
Philadelphia, PA 19133
235-6788 or 235-7557
Executive Director: Ms. Luz Sierra

ASPIRA, Inc. of Pennsylvania
526 W. Girard Avenue
Philadelphia, PA 19123
923-2717 or 923-2718
Board President: Ms. Lydia Hernandez-Velez
Program Director: Mr. Emanuel Ortiz

Casa del Carmen
2927 North 5th Street
Philadelphia, PA 19133
634-5135
Board President: Ms. Amalia Deillon
Program Director: Ms. Ofelia Mauray

Catholic Social Services (CSS)
222 N. 17th Street
Philadelphia, PA 19103
587-3900 or 587-3900

Centro Loyola
438 W. Jefferson Street
Philadelphia, PA 19122
Program Director: Mr. Dick Hulsenan
765-7210

Centro Pedro Claver
3565 North 7th Street
Philadelphia, PA 19140
227-7111,2,3
Director: Mr. Roger Zepernick

Centro de Serivicios Para Hispanos
Center of Services for Hispanics of
John F. Kennedy MH/MR Center
2742 North 5th Street
Philadelphia, PA 19133
427-3400

CHOICE
125 South 9th Street
Suite 603
Philadelphia, PA 19107
592-7644

City of Philadelphia
Men's Criminal Division
District 3 (Central)
332 North 13th Street
Philadelphia, PA 19107
MU6-7773

Child Psychiatry Center at
St. Christopher's Hospital for Children
2603 North 5th Street
Philadelphia, PA 19133
427-5540 or 427-KIDS

Comadre Alternatives: CASA
de Salud y Abogacia
1529 North 7th Street
Philadelphia, PA 19122
765-4919

COMHAR, Inc.
(Community Organization for Mental
Health and Retardation)
3156 Kensington Avenue
Philadelphia, PA 19134
427-5833

COMHAR, Inc.
Frankford and Somerset Street
Philadelphia, PA 19134

Commonwealth of Puerto Rico
Migration Division
Department of Labor
500-506 North 6th Street
Philadelphia, PA 19123
925-3681 or 925-3689
Toll Free: 1-800-523-9292
or 523-9299

Community Legal Services
3156 Kensington Avenue
Philadelphia, PA 19134
427-4850

Community Legal Services
Sylvania House
Juniper and Locust Streets
Philadelphia, PA 19107
893-5306

Community Legal Services
3638 N. Broad Street
Philadelphia, PA 19140
227-2400

Congreso de Latinos Unidos
704 W. Giarard Avenue
Philadelphia, PA 19123
Executive Director: Ms. Carmen Bolden
625-0550

Congreso de Latinos Unidos
Women Program
4205 N. 5th Street
Philadelphia, PA 19140
Program Director: Dr. Alma Gonzalez
6250550

Council of Spanish Speaking
Organizations (Concilio)
709 N. Franklin Street
Philadelphia, PA 19123
627-3100 - 627-1295
Program Director: Ms. Patricia Negron

Crossroads Community Center
2918 North 6th Street
Philadelphia, PA 19133
223-7897

Cumberland Life Center
135 E. Lehigh Avenue
Philadelphia, PA 19125
426-5116

Dairy Council, Inc.
1225 Industrial Highway
P.O. Box 129
Southampton, PA 18966
322-0450

Department of Human Services
Children and Youth Agency
900 City Hall Annex
Philadelphia, PA 19107

Episcopal Community Services
Home Care Program
1419 W. Cayuga Street
Philadelphia, PA 19140
457-7200

Family Services of Philadelphia
(North Branch)
5700 N. Broad Street
Philadelphia, PA 19141
549-8600

Hartranft Community Corporation
2415 Germantown Avenue
Philadelphia, PA 19133
236-9800

Hispanic Women's Service Center
704 W. Girard Avenue
Philadelphia, PA 19123
Executive Director: Ms. Dvalma Gonzalez
625-0550

Hispanic Mental Health Institute
6828 N. 10th Street
Philadelphia, PA
927-4433

Honorable Angel Ortiz
Councilman-At-Large
428- City Hall Annex
Philadelphia, PA 19107

Housing Association of Delaware Valley
Housing Information Program
658-660 N. Watts Street
Philadelphia, PA 19123
978-0224

Hunting Park Community Development
Corporation (CDC)
3860 N. Delhi Street
Philadelphia, PA 19140
226-2300 or 226-3800
Executive Director: Mr. Daniel Rodriguez

Kensington Joint Action Council (KJAC)
1818 E. Huntington Street
Philadelphia, PA 19125
425-8030

Lighthouse
152 W. Lehigh Avenue
Philadelphia, PA 19133
425-7800
Executive Director: Ms. Shirley Thomas

Ludlow Social Service Center of the
Friends Neighborhood Guild, Inc.
1529 North 7th Street
Philadelphia, PA 19123
923-1544

LULAC (League of United Latin
American Citizens)
Education Service Center, Inc.
633 W. Erie Avenue
Philadelphia, PA 19140
225-5491
Program Director: Mr. Jose Ramirez

Lutheran Settlement House
Women's Program
10 E. Oxford Street
Philadelphia, PA 19125
426-8610

Mann Adult Service Center
5th and Allegheny Streets
Philadelphia, PA 19140
425-1065
Program Director: Mr. Sam Scheiner

Mayor's Commission on Services
To the Aging
1401 Arch St. 9th floor
Philadelphia, PA 19102
686-3587

Mayor's Spanish Speaking Advisory
Council - Room 143, City Hall
Philadelphia, PA 19107
686-7598, 3,4,9

National Association for
Hispanic Elderly "Proyecto Ayuda"
2929-2927 North 5th Street, room 107
Philadelphia, PA 19122
426-1212
Program Director: Ms. Marlene Lizardi

National Congress for Puerto Ricans Rights
Pennsylvania Chapter
160 W. Lippincott Street
Philadelphia, PA 19133
634-4443

Nationalities Service Center
1300 Spruce Street
Philadelphia, PA 19107
893-8400

Neighborhood Crime Victim Program
1317 Filbert Street, Room 619
Philadelphia, PA 19107
564-6573

Norris Square Civic Association
2124 Hancock Street
Philadelphia, PA 19122
426-8723

Norris Square Neighborhod Project
2141 N. Howard Street
Philadelphia, PA 19122
426-4631

Norris Square Senior Citizens Center
2121 N. Howard Street
Philadelphia, PA 19133
423-7241
Executive Director: Ms. Carmen Abonte

Penn Ser Jobs for Progress
1529 North 7th Street, 3d floor
Philadelphia, PA 19123
922-7160
Board President: Ms. Tamara Cruz
Executive Director: Ms. Luz E. Garcia

Philadelphia Anti-Poverty
Action Commission
Area Office
2415 Germantown Avenue
Philadelphia, PA 19133
765-0491

Philadelphia Corporation for Aging
111 North Broad Street
Philadelphia, PA 19107
496-0520 or 496-0535

Office of the Commonwealth of Puerto Rico
500 North 6th Street
Philadelphia, PA 19123
925-3681
Program Director: Mr. Julio Falcon

Philadelphia Dietetic Association
Dial A Dietitian
P.O. Box 7956
30th Street Station
Philadelphia, PA 19101
972-0374

Philadelphia Commission on Human Relations
Hispanic Outreach Office
2921-2927 North 5th street
Philadelphia, PA 19133
426-7800

Philadelphia Electric Company (Peco)
Linea Hispana
2301 Market Street
Philadelphia, PA 19101
739-1591

Philadelphia Department of Public Health
500 South Broad Street
Philadelphia, PA 19146
686-5000

Philadelphia Gas Works, Linea Hispana
1800 North 9th Street
Philadelphia, PA 19122
235-2175

Philadelphia Housing Development Corporation
Home Start Program
1234 Market Street
Philadelphia, PA 19107
448-3040

Philadelphia Rehabilitation Plan, Inc.
1427 Vine Street
Philadelphia, PA 19102
561-1173

Puerto Rican Alliance
3604 North 7th Street
Philadelphia, PA 19140
Program Director: Mr. Benjamin Ramos
225-6050

Philadelphia [illegible]
34th Civic Center Museum
879-5248

R. W. Brown Community Center
9th Street and Columbia Avenue
Philadelphia, PA 19122
235-4914

Salvation Army - Old Kensington
P.O. Box 37012
4th and Oxford Streets
Philadelphia, PA 19122

Salvation Army
Hispanic Outreach Program
701 N. Broad Street
Philadelphia, PA 19123
Executive Director: Captain Eduardo Suarez

Senior Wheels East
1313 North 4th Street
Philadelphia, PA 19122
684-1300

Southern Home Services (Hogar del Sur)
Hispanic Service Department
1013 W. Lehigh Avenue
Philadelphia, PA 19133
221-1700/221-1800,1

Southeastern PA High Blood Pressure Control Prog.
500 South Broad Street
Philadelphia, PA 19146
546-1276

Spanish Merchants Association of Philadelphia
2825 North5th Street
Philadelphia, PA 19133
739-2915

Spring Garden United Neighbors
1720 Mt. Vernon Street
236-0575

St. Edward's Catholic Social Services
2417 North 8th Street
Philadelphia, PA 19133
684-1700

St. Francis Inn
2441 Kensington Avenue
Philadelphia, PA 19125
423-5845

Taller Puertorriqueno (Puerto Rican Workshop)
547 W. Lehigh Avenue/2721 N. 5th Street
Philadelphia, PA 19133
Executive Director: Ms. Carmen Febo
426-3311

Thomas Eakins House of the Phila. 'luseum of Art
1729 Mt. Vernon Street
Philadelphia, PA 19130
235-7475

United Way of Southeastern Pennsylvania
7 Benjamin Franklin Parkway
Philadelphia, PA 19103
665-2562

Woodrock, Inc.
2234 N. Front Street
Philadelphia, PA 19133
423-3452

Now there's a special program for women.

WOMEN'S DRUG & ALCOHOL HOTLINE

FOR HELP 24 HOURS A DAY

CALL 922-7500

)ASIS, A Service of Women in Transition
Program of the Department of Public Health
:ity of Philadelphia